DOCUMENT RESUME

ED 134 147 IR 004 306

AUTHOR Weiser, John C.
TITLE Broadcast Education--A Review of Total Programs and Broadcaster Perceptions; 1975-1976.
INSTITUTION Kent State Univ., Ohio. Dept. of Telecommunications.
SPONS AGENCY National Association of Educational Broadcasters, Washington, D.C.
PUB DATE 76
NOTE 29p.; Paper presented at the Annual Conference of the National Association of Educational Broadcasters (Chicago, Illinois, October 24-27, 1976)

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Broadcast Industry; Broadcast Television; *Communication Skills; Educational Improvement; *Educational Methods; *Educational Programs; Higher Education; Production Techniques; Undergraduate Study

ABSTRACT

This study examines the present status of broadcast education in colleges and universities and reports the attitudes of broadcasters toward the undergraduate programs offered in 205 colleges and universities. The report is in five parts: (1) a review of the administrative units which house broadcast educational programs, (2) a summary of the general requirements in broadcast educational programs, (3) a review of broadcast course offerings available to students, (4) responses of broadcasters to the program, (5) conclusions and summary. Results indicate that while colleges and universities are doing a good job in the courses they offer, improvements could be made, especially in the areas of sales, programing and performance. Courses in cable and public broadcasting should be included in these programs. (AP)

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BROADCAST EDUCATION - A REVIEW OF TOTAL PROGRAMS AND BROADCASTER PERCEPTIONS 1975-1976

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John C. Weiser
Telecommunications
Kent State University

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Our focus on the future trends in broadcast education suggests a contemporary examination of the present status of radio/television programs in our colleges and universities. Such a review reiterates the perennial questions: What are the demands and needs of the industry? Is the program, within reason, keeping pace with the industry? What kind of people are we turning out?

> What kind of total program should the college provide for those students who wish to do major work in the broadcasting field? Training should be provided, certainly in performance, production, writing, but if the training stops there the training will fall short of its objective in preparing students for careers in the radio/TV field . . .
>
> The greater the degree to which we can make our courses deal with the broad aspects of communication . . . the greater the value of our program to those major students who will find themselves six or eight years after graduation working in fields other than broadcasting.
>
> Are we really providing this type of training, or are we satisified to train our students only in those skills immediately valuable for 'first jobs' in the broadcasting industry.[1]

Since Harry Summers wrote these words, some forty-four articles have appeared in various national publications addressing themselves to broadcast education. Most of these addressed themselves to the professional courses and course sequence and not to the total requirements for a baccalaureate degree.

It is the purpose of this study to, (1) examine the total educational programs made available to college students who have declared broadcasting, by whatever name, as a major area of study, and (2) indicate broadcasters' attitudes and perspectives on these programs.

By total program we have included general requirements, major requirements, minor or cognate requirements and electives, noting the percentage ratio of each in the acquisition of a baccalaureate degree.

Limitations and Sources

The study is limited to the bachelors degree programs extant in the 205 colleges and universities listed in the 1975 Niven report on broadcast education. 190, or 93% of these schools are included. 15 of the schools were deleted because the most recent information about the programs was not available. The report is limited to the 1975-76 academic calendar.

The two sources of information used for garnering academic program data were (1) curriculum "handouts" made available to students, so graciously forwarded by so many broadcast educators, and (2) 1975-76 undergraduate catalogs.

Attitudes of broadcasters were obtained from three reports. First, the Indiana Report, as it shall be referred to. This was a study by Darrell Wible of Ball State University in Muncie, Indiana. It was a survey of 70 Indiana radio/television managers and 250 college educated employees assessing the views of these groups on the quality of academic programs in radio and television. The purpose of this study was " . . . to promote a better relationship between academic broadcast programs of higher education and commercial broadcasting stations."[2]

Second, which shall be referred to here as the Michigan report, was a national mail survey by John Abel and Frederick

TABLE ONE

ACADEMIC CALENDAR DESIGNATION, BROADCAST EDUCATION PROGRAMS. N = 190

SEMESTER SYSTEM		QUARTER SYSTEM	
N	%	N	%
151	79	39	21

TABLE TWO

COLLEGIAL AND DEGREE DESIGNATIONS UNDERGRADUATE PROGRAMS BROADCAST EDUCATION. N = 169

COLLEGE	N	%	BA		BS		BS & BA		BFA		IN 2 Dept.	
	N	%	N	%	N	%	N	%	N	%	N	%
Ar. & Sc	72	38	57	30	6	3	8	4	2	1	2	1
Lib. Ar.	38	20	23	12	6	3	6	3	2	1	3	2
Comm.	8	4	4	2	4	2	--	--	--	--	--	--
Human.	7	4	4	2	4	2	2	1	--	--	--	--
Art. & Let.	5	2	2	1	2	1	--	--	--	--	--	--
Crea. Art	4	2	--	--	2	1	2	1	--	--	--	--
Let. & Sc.	4	2	4	2	--	--	--	--	--	--	--	--
Sc. & Hum.	4	2	2	1	--	--	2	1	--	--	--	--
Fn. Art & Comm.	4	2	2	1	2	1	--	--	--	--	--	--
Fn. Art	4	2	2	1	2	1	--	--	--	--	--	--
Hum. & Soc. Sci.	2	1	2	1	--	--	--	--	--	--	1	.5
Art. & Hum.	2	1	2	1	--	--	--	--	--	--	--	--
Hum. & Fn. Arts	2	1	2	1	--	--	--	--	--	--	--	--
Other (1 each)*	13	8	8	4	1	1	2	1	2	1	--	--
TOTALS:	169	89	114	59	29	15	22	11	6	3	6	3.5

*Prof. Arts & Comm.; Arts & Lit.; Science & Arts; Letters Arts & Sciences; Prof. Studies; Music; Liberal & Fine Arts; Soc. & Behav. Sc.; Prof. Schools; Fine & Apllied Arts; Fine & Prof. Arts; Conserv. of Music; Lang. & Lit.

Jacobs of Michigan State. The study surveyed commercial radio station managers to determine the attitudes and assess the opinions of these managers regarding university educated broadcasting students, telecommunications departments, racial minorities and women.[3]

Third, the Ohio report. This was a study of the perceptions of Ohio commercial broadcasters towards the total academic programs in radio and television at the collegial level.[4]

This report is in five parts: (1) A brief review of the administrative units which house broadcast education programs, (2) a summary of the general requirements in broadcast education programs, (3) a review of broadcast course/credit offerings made available to students, (4) responses of broadcasters to the programs, and (5) some conclusions and observations.

Administrative Units

First, as a point of information, as noted on Table One, 151, or 79%, of our schools are on the semester calendar and 39, or 21%, are on the quarter calendar.

169 or 89% of the broadcast education programs are located in one or another of Arts colleges, with the majority, 38% in Arts and Sciences, 20% in Liberal Arts (or 58% between the two) and the balance in one designation or another, as noted on Table Two. Also, we note that 59% of our programs have the Bachelor of Arts degree, 15% the Bachelor of Science

TABLE THREE

INDEPENDENT SCHOOL AND DEGREE DESIGNATIONS * UNDER*
GRADUATE PROGRAMS IN BROADCAST EDUCATION. N = 21

SCHOOL	BA		BS		B Journ.		BFA		BA & BS		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%
Journ.	3	1.05	--	--	1	0.05	--	--	--	--	4	2
Fn. Art	1	0.05	--	--	--	--	3	1.05	--	--	4	2
Pr. Stu.	1	0.05	--	--	--	--	--	--	--	--	1	0.05
Comm. & Pr. Stu.	1	0.05	--	--	--	--	--	--	--	--	1	0.05
Ctr. F/Inf. & Comm.	1	0.05	--	--	--	--	--	--	--	--	1	0.05
Hum. Sc. & Ed.	1	0.05	--	--	--	--	--	--	--	--	1	0.05
Pub. Comm.	1	0.05	--	--	--	--	--	--	--	--	1	0.05
Comm.	1	0.05	1	0.05	--	--	--	--	--	--	2	1
Jrn. R/TV/ Film	--	--	--	--	--	--	--	--	1	0.05	1	0.05
Hum. & Sc.	1	0.05	--	--	--	--	--	--	--	--	1	0.05
Arts	1	0.05	--	--	--	--	1	0.05	--	--	2	1
Comm. & Thet.	1	0.05	--	--	--	--	--	--	--	--	1	0.05
Speech	1	0.05	--	--	--	--	--	--	--	--	1	0.05
TOTALS	14	7.0	1	0.05	1	0.05	4.0	2.0	1.0	0.05	21	10.05

TABLE FOUR

COLLEGIAL AND INDEPENDENT SCHOOL DEPARTMENTAL DESIGNATIONS FOR BROADCAST EDUCATION UNDERGRADUATE PROGRAMS. N = 190

DEPARTMENT	N	%
Speech	68	36
Communications	44	23
Journalism	19	10
Mass Media/Communication	17	9
Radio/Television	15	8
Radio/Television/Film	14	7
Broadcasting	6	3
Broadcasting & Film	2	1
Other (one each)*	5	3
TOTALS:	190	100

*Education; Theatre; Telecommunications and Film; Drama and Radio; Film/Television Production.

degree, 11% offer both a BA and BS degree, 3% the BFA degree. In five of the above colleges a degree program exists in two departments, Speech and Journalism being the most common.

The remaining 21, or 11%, of broadcast education programs are in Independent Schools, of which four or 2% are Schools of Journalism. The remainder are under a variety of titles, as noted in Table Three.

Within these collegial or Independent School administrative units there are thirteen different departmental designations. In some instances they are called schools but are still sub divisions of Collegial units. For the sake of convenience the term department is used here. Of these, the major 68, or 36%, are in Speech, 44, or 23%, are in Communications or Communication Arts, 19, or 10%, are in Journalism, 9% in Mass Media or Mass Communications, 8% in Radio and Television, 7% in Radio/Television/Film, 3% Broadcasting and 1% Broadcasting and Film. The remaining 3% are in other designations, as noted on Table Four.

Thus, if we were to construct an organizational modality from this data we would offer a Bachelor of Arts Degree from a college of Arts and Sciences in a Department of Speech.

General/Universal Requirements

It seems propitious now to turn our attention to the general requirements in Baccalaureate degree programs.

The rubrics of the general requirements were categorically segmented into four parts, viz, Humanities, Social

TABLE FIVE

PERCENT OF GENERAL REQUIREMENTS FOR BROADCAST EDUCATION
MAJOR PROGRAMS BY DEGREE DESIGNATION. N = 190

	Humanities					Social Sciences					Science & Math.					Fine Arts				
Deg.	N	$\bar{X}$	Mdn	Mde	R	N	$\bar{X}$	Mdn	Mde	R	N	$\bar{X}$	Mdn	Mde	R	N	$\bar{X}$	Mdn	Mde	R
BA	146	13.8	10	12	3-32	146	7.8	7.8	7	0-21	146	6.6	6	5	1-12	105	2	2	1	1-9
BS	34	12.6	13	10	4-24	34	9.1	9	10	4-21	34	10	9	10	4-22	23	1.6	1.5	1	1-5
BFA	10	16.4	15	15	8-29	10	9.1	8	10	8-14	10	9	9	8	4-13	5	3	3	3	1-5
TOTAL MEANS	190	15.4	12.6	12.3	3-32	190	8.9	8	9	0-21	190	8.5	8	7.7	1-22	133	1.3	2.2	1.7	1-9

NOTE: 30% of Baccalaureate degree programs do not have a fine arts requirement. However, it is an elective general requirement in those schools, commonly under the genre of the Humanities.

Sciences, Science and Mathematics and Fine Arts. Under the Humanities we have included Philosophy, History, written and spoken Communication, Literature, and Foreign Languages. Under Social Sciences the subject areas of Sociology, Anthropology, Geography, Psychology, Political Science, and Economics; in the Sciences and Mathematics we have included the natural and physical sciences and Mathematics; Fine Arts includes work in Art, Music, Dance, Architecture and Photography.

In Table Five each of these four divisions have been identified by the Degrees offered. Looking at the range and mean scores, under the Bachelor of Arts rubric we note a range of 3 - 32 percent and a mean of 13.8 percent in the Humanities. A range of 0 - 21 percent and a mean of 7 percent in the Social Sciences, a range of 1 - 12 percent and a mean of 6 percent in Sciences and Math. Under the Arts it is interesting to note that of the 146 schools offering the BA degree only 105 or slightly over 70% have a Fine Arts requirement per se, and in these it constitutes a range of 1 - 7 percent and a mean of 2 percent of the total program for the BA degree. It should be noted, however, that of the 30% not having a Fine Arts requirement per se, it is a common elective under the Humanities arena.

Without going into all the details here, let us examine the range and mean scores for all schools for all degrees in each of the four categories. Under Humanities we find a range of 3 - 32% and a mean of 15.4%, in Social Sciences a

TABLE SIX

PERCENT OF DEGREE REQUIREMENTS IN BROADCAST EDUCATION UNDERGRADUATE PROGRAMS BY DEGREE DESIGNATION. N = 190

	General Requirements					Major					Minor/Cognate					Electives				
Deg.	N	$\bar{X}$	Mdn	Mde	R	N	$\bar{X}$	Mdn	Mde	R	N	$\bar{X}$	Mdn	Mde	R	N	$\bar{X}$	Mdn	Mde	R
BA	146	27.6	27.4	25	12-59	146	25.5	27	25	14-45	92 (60%)	13.1	13	14	5-25	146	33.8	32.6	36	28-45
BS	34	30.8	29	30	12-50	34	29.2	28	25	16-45	21 (62%)	13	15	12	9-22	34	27	28	33	24-35
BFA	10	34.3	29	32	17-50	10	30.4	36	28	19-50	6 (60%)	13.4	12	15	10-15	10	21.9	23	25	20-40
TOTAL MEANS	190	30.9	28.5	29	12-59	190	28.4	30.3	26	14-50	119	13.2	13.3	13.7	5-22	190	27.6	27.9	31.3	20-45

NOTE: 37% of BA, 38% of BS and 40% of BFA programs do not require a minor or cognate area.

range of 0 - 21% and a mean of 8.9%, Math and Science a range of 1 - 22% and mean of 8.5%, and Fine Arts a range of 1 - 9% and mean of 1.3%. Thus, in the aggregate our programs devote 30.9% to the General Requirements. How does this relate to the remainder of the programs? As noted in Table Six, we have an aggregate mean of 28.4% in the major, 13.2% in the minor for the 62% of the programs that require a minor, and the balance, 27.6% to electives.

It seems interesting to note here that in 1963 Marlowe Froke observed " . . . Broadcast teachers are moving towards an acceptance of a 20-30% limit on broadcasting instruction in a four year undergraduate program . . . [this] relates to an evolution in higher education as it effects professional or vocational areas."[5] In the last 13 years we seem to have succeeded in that limitation.

Broadcast Course/Credit Offerings

Now it is appropriate to examine the course/credit offerings specifically identified as broadcasting courses in the professional program genre. "Handout" sheets and catalogs were examined for course titles and descriptions. The author is responsible for interpretations of the euphemisms used in both titles and descriptions, where it is assumed academic prerogatives preclude one department from offering a course over which another department has declared it proprietary rights.

For analysis purpose, courses were divided into seven categories, viz, radio/TV production, performance, sales, programming, film production, film non-production. The percentages

TABLE SEVEN

PERCENT OF BROADCAST COURSES WITHIN BROADCAST EDUCATION UNDERGRADUATE PROGRAMS AS DESIGNATED BY SELECTED COURSE DESCRIPTIONS IN TERMS OF COURSE/CREDIT OFFERINGS. N = 190

Radio/TV Production				Performance				Sales				Programming			
N	% Sch	$\bar{X}$% Cr.	R% Cr.	N	% Sch	$\bar{X}$% Cr.	R% Cr.	N	% Sch	$\bar{X}$% Cr.	R% Cr.	N	% Sch	$\bar{X}$% Cr.	R% Cr.
188	99	22.6	4-50	149	78	9.34	1-50	97	51	7.2	1-33	139	73	6.05	1-25

Film Production				Film-Non-Production				Other Courses			
N	% Sch	$\bar{X}$% Cr.	R% Cr.	N	% Sch	$\bar{X}$% Cr.	R% Cr.	N	% Sch	$\bar{X}$% Cr.	R% Cr.
130	68.4	10.4	1-30	113	61	12.4	1-39	190	100	45.4	7-72

NOTE: The "other" category includes courses in the areas of broadcast copy/continuity/script writing, management, law, history, survey/introductory courses, communication theory, aesthetics, criticism, mass media theories/concepts, and the like.

reported here, as with the general requirements, is on the base of credits offered rather than number of courses. Percentages will be identified both in terms of range and mean for each category.

It is important to note parenthetically, that in reporting these items the means could be a little misleading, and statistically presents a problem. However, the percentages are really a reflection of the wide variations in our programs, making it difficult to arrive, in the broad scope, at a precise figure. Further, the means tend to reflect the low end of the credit range, rather than the high side. Probably because of the way our programs developed, which needs no elaboration here. With this disclaimer in mind, let us examine our professional course availabilities and offerings by category.

Radio/TV production: 99% of the programs offer at least one course in production. The range is 4 - 50 percent, with a mean of 22.6%.

Performance: 78% of the schools offer at least one course specifically identified as radio, TV, or film performance. This means 22% have no course availabilities specifically identified as radio/TV performance. The credit range for performance is 1 - 50% with a mean of 9.3%.

Sales: 51% of our programs offer at least one course in broadcast sales/advertising, 49% offer no courses in this grouping. The credit range for those having such courses is 1 - 33%, with a mean of 7.2%. It seems appropriate to

reiterate here these percentages are only in terms of course availabilities within the broadcasting major offerings. This does not mean for example, sales/advertising courses are not available or taken by our majors, but usually in other collegial or departmental units.

Programming: 73% of the programs have at least one course in programming, 27% have none. The credit range was 1 - 25%, with a mean of 6.05%.

Film Production: Film was arbitrarily divided into production and non-production, because of variations noted in offerings. 68.4% of our programs offer at least one course in film production. The credit range for those with such courses is 1 - 30%, with a mean of 10.4%.

Non-Production Film: Non-production film courses include those in film history, criticism, aesthtics and the like. 61% offer such courses with a credit range of 1 - 39%, and a mean of 12.4% for those programs with such courses.

Other: The other category includes such courses as Introduction, history, copy writing, script writing, management, law, special topics, seminars, independent study, internship, and the like. In this category we note a credit range of 7 - 72%, with a mean of 45.4%. This mean seems a bit high. It is a little less disturbing if we break out courses in law, management and writing, selected because of expressions of interest by broadcasters. 73% of our schools have at least one course in broadcast law, with a credit range of 2 - 9%, a mean of 5%. 80% of the schools have at least one

course in management, with a range of 2 - 11%, and a mean of 5%. Writing for the radio/TV media is available in 90% of the programs, with a 3 - 15% range, and a mean of 7%. Thus, extracting the total credit mean of 17% from these three categories, we have a balance of 28.4% of "other" courses devoted to theory, criticism, internship, special topics, independent study, and the like. This seems a little more palatable.

Broadcasters' Response to Broadcast Education Programs

How do these course availabilities and programs relate to the attitudes of broadcasters towards our efforts to prepare people for participation in the broadcast enterprise? Let us make some observations first in terms of the general requirements and then towards the professional courses.

In these observations it should be noted it is impossible to make statisitcal correlatives because the methodology and nature of the data gathered in the three reports noted earlier are so varied. However, the reports do provide us with some insights.

The Indiana and Ohio reports suggest perceptions relative to the general requirements. The Indiana report gave the Humanities a rating of 3.6 on a 5 point scale, with 5 high, and the Ohio report rated studies in the Humanities 2.4 on a 5 point scale, with 1 high. These are reasonably good scores primarily because of the emphasis given in general studies to oral and written communication. Every school required at least two courses in such communication skills, by whatever name.

Broadcasters ranked philosophy and foreign languages at the lower end of the scales. Our commercial brethren do not deride such courses, just consider them less important in their rather pragmatic perceptions of professional preparation. As noted in the Ohio study " . . . a general liberal arts studies has support from the broadcasters . . ."[6] One broadcaster in the Indiana report, apparently reflective of the views of other broadcasters, noted " . . . greater emphasis should be placed on communication skills which don't necessarily involve training to use Television gear. Writing skills in every style . . . Speech skills in extemporaneous speech from handling a meeting to performing on radio/television."[7] Still another Indiana broadcaster observed "Change radio/TV academic requirements to offer a broader base in speech, news, business, music, and lessen emphasis on equipment instruction."[8]

In the Social Sciences, Indiana broadcasters gave a 3.6 rating, on the same five point scale, with particular emphasis placed in the areas of psychology and economics. The Ohio report gave a rating of 2.78. The ratings are not quite as high as the Humanities, but consistent with our offerings in the Social Sciences. Thus, again we seem to rank fairly well in terms of emphasis as indicated by the ratings of broadcasters and percent of our degree requirement offerings, both of which are in second place in the general requirement category. Our commercial broadcast brethren would like to give a little more emphasis to economics, and if possible in

marketing and general business, but that's more in the cognate or minor than general requirement sector.

In the areas of Science and Math we devote 8% of our requirement totals and in the Art 1.3%. Both the Indiana and Ohio reports reflect that broadcasters neither derrogated nor emphasized the import of these studies. They are fine for education, but of little practical use in the broadcast field, unless a particular student really studied science, music, or art, which would then have practical utilization.

In the aggregate, our general requirements seen satisfactory to broadcasters, particularly if we continue to emphasize the communications skills courses in the general studies.

It is interesting to note broadcasters' attitudes towards the general requirements as preparation for broadcasting have not changed much over the last 16 years. Thomas Guback reported essentially the same ranking of importance in 1960. In summary effect, he showed, in his mean percentage scores for all areas of broadcast activity, speech in first position and written composition second, thus communications having top priorities. Then in descending order of importance in the general education rubric, economics, political science, literature, marketing, foreign languages, history, and music.[9] The consistency of such educational requirements seems to speak well for the broadcaster and educator alike.

What do broadcasters think of our professional courses? The Indiana report identified the priority importance of

broadcast preparation, per the categories in this report, as sales, programming, production, performance, and film. Wible used different nomenclature. One Indiana broadcaster noted: " . . . students have a general idea of the facility of broadcasting, but none whatsoever as far as the business is concerned, which is advertising, marketing and salesmanship."[10]

The Michigan report, limited to radio stations, noted that 53.8% of the managers agreed that a college degree was important for sales, and 81% agreed that voice quality and ability to speak well was important for the new employee, hence performance important.[11]

The Ohio report placed sales as most important, followed by programming, typing journalism, law and management. Within specific radio skills the order was sales, announcing, board operations, production, copywriting and continuity. Television skills were sales, production, copywriting, announcing, camera work, directing, traffic, graphics and film edit.[12]

In addition to specific skills through course offerings, all broadcasters reflected some degree of value of a baccalaureate degree as preparation for broadcasting. The Michigan report tended to be the most negative. Jacobs and Abel observed that "overall managerial attitudes are relatively unfavorable towards college graduates and broadcasting departments . . . managers from east and west tended to be more favorable . . . (as well as) managers from larger market stations . . . "[13] This was particularly relevant to news.

Over and above course offerings, all the studies agreed broadcast experience was the most desireable quality. Michigan reported " . . . nearly 70% of the managers agreed that college campus experience is valuable for potential on air personnel. About 75% of the managers believed there is no substitute for previous commercial radio experience, and slightly over 70% felt a disc jockey's education is important even if he speaks well."[14]

The Ohio report placed, in order, experience, personality and appearance, attitude toward work, ability to speak and write, skills in equipment operation, awareness of stations relationship with audience, market and advertisers, and the ability to think.[15]

The Indiana report, in discussing broadcasters expectations, slightly modified the order. Here the priority listing was responsibility and attitude, talent, initiative, experience and education.

Since broadcasters do give experience importance, it is interesting to note that 100% of our schools have radio facilities available to students for practical application, either owned by the school of in a cooperative program with broadcasters. 99% have television facilities available and 47% have film studios and facilities available.

Conclusion

At this point interpolation and synthesis are in order. First, we are apparently doing better, in terms of emphasis and meeting broadcasters needs, in the substantive as opposed

to the production emphasis, if we recall the Summers report of 1958 in which he stated "Courses in production make up more than one third of all courses offerings."[16] We have reduced that in the last 18 years to less than a quarter and this is consistent with broadcasters desires that we provide our students with a better understanding of the nature of the broadcast enterprise. However, there is still room for improvement, particularly in that one vital area, sales. Broadcasters consider this of first importance, educators less so, since only 51% of our schools offer even one course in sales and broadcast advertising. Programming is important to broadcasters, yet only 73% of our programs offer at least one course in programming. Perhaps we need to improve on this if our progeny are to be better prepared for entry into the enterprise. The same can be said for broadcast performance when we consider only 78% offer course work in broadcast performance, albeit performance courses in other arenas are available, required, and important, such as in public speaking, acting, and the like.

In the aggregate we are not doing a bad job, but it could be improved. First in the above areas of sales, programming and performance. Other deficiences, as identified by course descriptions and titles, were evident and which we might consider as we look to the future of programs. Very few schools offer courses in Cable. Also, very few offer courses in public broadcasting. Both of these are important to the present as well as the future of the broadcast enterprise. True these subjects may be included in special topics

or seminar type courses at the undergraduate level, but it was not possible to identify same. The same holds true for satellite communication.

As we focus on the future, let us continue to fulfill our first obligation of providing an education first, with emphasis in the Humanities, perhaps a little more emphasis on economics in the Social Sciences, and generally continue in the same direction, in the Sciences and Fine Arts, with perhaps a little more emphasis in the latter, especially music.

In terms of specific professional preparation, assuming the pragmatism of the broadcasters, more work in sales, promotion, programming, and the law and keeping our production emphases in the proper perspectives. It is important for our people to know the tools of the trade and mechanics of processing messages. It is more important to know the why of actuating our messages, particularly in this era of public pressures on the broadcast enterprise which lends more and more credence to our need to examine the social responsibilities of broadcast practitioners.

In essence, we are doing well in providing professional foundations for our progency, albeit some areas need strengthening. Indeed, it is important we provide such professional foundations dictated by the demands of the industry. However, we have an equal responsibility to generate, through our total education program, an intelligent and healthy discontent for that which is to lay the groundwork for more complete

utilization of the broadcast media. Finally, let us not forget, our primary concern is with people. Our major responsibility is, in the words of Edgar Willis, to educate " . . . people whose potentialities for development are fully realized; for success or failure may well depend upon the individual's basic capacity as a human being."

FOOTNOTES

1. Summers, H. B. "Professional Training and the College," Journal of Broadcasting, Vol. 1, No. 4, Fall 1957, pp. 387-388.

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